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ABSTRACT

This document contains the final progress report and final internal evaluation for PROJECT DESIGN, funded under ESEA Title III. The first section describes the project's major activities leading to development of a master plan for education in Fresno, California. Significant modifications of operational plans are described and supplementary evaluative comments concerning the master planning process are provided. The second section contains an internal evaluation of the project's sequential and substantive progress. Specific evaluative statements describe the project's actual performance in meeting planned objectives. (JH)

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PROJECT Design

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS

# FINAL PROJECT REPORT
# FINAL INTERNAL EVALUATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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## JULY , 1969

A TITLE III ELEMENTARY AND SECONDARY EDUCATIONAL ACT EXEMPLARY PROJECT

ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT

FRESNO CITY UNIFIED SCHOOL DISTRICT

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# FINAL PROJECT REPORT
# FINAL INTERNAL EVALUATION

This publication includes the final project progress report and the final internal evaluation for the period of April 1969 through July 1969, presented in two parts.

First, the general progress report of the Project Director describes major activities of Project Design (Interagency Planning for Urban Educational Needs), including significant modifications of operational plans. It provides supplementary evaluative comments about the processes actually conducted by the project. It should be noted that evaluative observations were not specifically required by the internal evaluation format, but are valuable in appraising planning model design and effectiveness as a base for considering replication of these educational master planning processes.

Second, the internal evaluation by the Coordinator of Research and Evaluation is reported according to specifications of the Phase II Time-Related Schedule of Activities and Evaluation Plan (prepared and submitted to the United States Office of Education in August 1968).

No single publication covers the operation plans of the project nor the evaluation of processes used. For a complete review the reader is referred to three sets of documents, all of which are on file with the U.S. Office of Education in Washington (Mrs. Elizabeth Kessee), and in San Francisco (Mr. Calvin Nichols), and with the California State Department of Education (Mr. Melvin Powell). These sets are (1) the series of project progress reports including internal evaluations prepared by project leadership, the Phase I (1967-68) external evaluations prepared by ABT Associates of Cambridge, Mass., and the Phase II (1968-69) external evaluations by Dr. Lester Ristow of the Office of the Los Angeles County Superintendent of Schools.

William P. Booth
Coordinator of Research and Evaluation

Edward E. Hawkins
Project Director

July-August, 1969

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# GENERAL PROGRESS REPORT

## The Product - The Educational Master Plan

On July 23, 1969, The Project Design Staff presented to Fresno City Unified School District a three-part Educational Master Plan, which constituted the principal product of the two year planning project.

Volume A, Summary is, as the name implies, a summary of the Master Plan, and includes major recommendations from Volume B and C.

Volume B, Configurations: Design for the Future, is composed of a series of alternate strategies and configurations for consideration by the district in meeting challenges of a changing future.

Volume C Implementation: Planned Change, is a detailed plan of recommendations for immediate implementation in the Fresno City Unified School District. These recommendations take the form of 21 activity series based on a sequential format.

## Review of the Needs Assessment

During 1967-68, Project Design conducted a comprehensive Needs Assessment as the initial step in developing the Master Plan of Education for the Fresno City Unified School District. This process involved students, parents, civic groups, governmental agencies, external expert consultants in specific school service and curriculum areas, and all the personnel of the district. The assessment results were reported in thirty publications.

A system analysis of the identified needs included developing a mission profile, mission analysis, a function analysis, and determining constraints and limitations. Each resulting mission objective required that Project Design develop a specific plan or definite procedure for the school district to follow in order to resolve the particular major needs it addressed.

In the course of examining the data, twenty major mission objectives were identified for Project Design and reported to the Board of Education in publication No. 32. As the final Master Plan was developed, these mission objectives were grouped in Section I, Volume C, as mission objectives related to:

School and Community Relationships
Building a Superior Program
Building a Superior Staff
Utilizing Resources, and
Resolving Problems Related to Minority Groups

## Establishment of Solution Criteria

In the process of analyzing these mission objectives, Project Design was able to identify certain criteria to be met by the plans or procedures recommended to the district.

To meet the mission objectives, it was determined that each plan or procedure recommended to the district by Project Design would be written as a series of statements specifying activities for the district to perform. Each activity statement would be explained by a narrative paragraph. These are included in Section I, Volume C, of the final Master Plan.

It was also determined that these requirements would be satisfied when the completed plans or procedures were approved by an external consultant, a majority of the Project Advisory Committee attending an announced meeting, then were presented to the Superintendent's Cabinet at a regular meeting, and published in the Educational Master Plan in July, 1969.

## How Recommendations Were Generated

A great many potentially valuable tentative recommendations for improving educational services for the citizens of Fresno were produced. The project staff secured these from many sources, and over a span of many months. Some were "little" suggestions, others had more sweeping potential.

In spite of the Phase I focus on assessing needs, a number of ideas and suggestions were made by school staff, citizens and students in the Brainstorm and Speak-Up sub-projects. Local educational leaders contributed recommendations. Task Force specialists in the curricular fields and those assessing service areas and particular needs of minorities contributed heavily.

During the conversion of identified educational concerns into validated needs, the project committees, drawn from outstanding district teachers and administrators, were asked to suggest recommendations when they had just finished their detailed review of certain areas of educational need.

As the basic and causal needs became clear through a partial system analysis, the project moved into Phase II, the design of the Educational Master Plan.

Available recommendations were focused directly on specific needs. The project staff rearranged data to generate more recommendations. District staff members visited various schools and school systems where relevant exemplary educational activities were operating. A comprehensive scrapbook was made of local newspaper reports about community planning, educational problems, minorities, and school activities. Superintendent's Cabinet members were individually probed for their recommendations and cabinet meetings were monitored. Meetings of the interagency Technical Liaison Committee were monitored and conferences were held with various member agency representatives. The Project Advisory Committee discussed major community educational problems and some solutions with the staff. School board meetings were monitored and minutes were screened. Selected school staff members were invited to the Project office for penetrating interviews through which the staff facilitated development of more alternative recommendations and evaluated others. Periodic meetings of the Fresno Community Council were attended. Staff attended

meetings of committees of the Fresno Teachers' Association upon request and several conventions were attended when it appeared that the content might be valuable. Literature was researched for fresh ideas to improve education. Telephone calls were made to expert resources in a number of states. Contracts to develop certain kinds of recommendations, according to specifications shaped by mission criteria, were issued to qualified consultants.

From this gestalt of techniques was produced a vast array of tentative recommendations ranging from the frivolous through humorous to the most serious, from the instant and specific to those of breadth, daring and imagination.

How Optimum Recommendations Were Selected

Major strategy configurations are the most difficult to understand and to develop. Yet they are highly significant because they provide the coordinative framework on which other decisions are built. These are analyzed in Volume B.

The sequence by which recommendations were evaluated thus began with the so-called "big" decisions and progressed to those with less probable impact.

The primary criterion was, of course, relevance. What strategies could be visualized to be pertinent to the greatest number of mission criteria? At every level of decision making about recommendations, staff members vigorously debated with each other, with the principal consultant, and with many others to evaluate recommendations by the following criteria which are ranked in order of importance:

1. Relevance--Does it satisfy an identified Fresno need as shown by the mission criteria?
2. Effective--Will it be beneficial, really produce a valuable change for education?
3. Feasible --Is it practical and possible within current constraints without creating new problems?
4. Internally Consistent--Does it fit into the framework of the Educational Master Plan and match with other recommendations?
5. Efficient--Is it manageable, simple to execute, the most direct way of doing what is needed without wasted effort?
6. Clearly Stated--Is it worded so it can be easily understood by all?

How Recommendations Are Reported

Because of the broad scope and interdependence of identified missions, it was not feasible to design direct solutions for each mission objective as such. Instead, a number of activities were developed as recommendations. The sum of these recommendations meet the total of the mission criteria as discussed. The missions addressed are identified at the beginning of each group of recommended activities.

Most of the recommendations reported in Section II, Volume C, are in sets, each called an Activity Series. Each series is complete, requiring several years and many decisions and activities for implementation. Most activities would affect more than one of the missions with which the Fresno City Schools should concern itself.

These recommendations were designed to allow each series to be implemented either individually or in combination with others; either simultaneously or at differing time periods. For optimum effect, all should be implemented.

Behind the narrative for each activity is a fold-out diagram. Opening and referring to the flow chart diagram of activity recommendations will assist the reader in understanding the explanations about each Activity Series.

After the Activity Series in Volume C there are other recommendations which did not lend themselves to the time sequence serialization of the first reported recommendations. Following Activity 21 is an index of recommendations which satisfy each mission criterion.

## The Challenge of Master Planning

This is not a final master plan of education. Neither is it complete. Some will find a gap, a generality or a process substitute for the well-defined solution they seek. The format will appear rudimentary as other school systems begin to develop master plans of similar dimension. The product, format and techniques used in the project represent the built-in failure dimension of true innovation while they also demonstrate the risk which the U.S. Office of Education and the Fresno City Unified School District were willing to take in pioneering a first model for comprehensive long-range urban educational planning through interagency cooperation.

This is a system designed for continuous planning which makes some significant recommendations for initiating and continuing orderly change toward a generally predictable future which will be dramatically different. It is a dynamic rather than a static plan, produced in a dynamic setting where significant change occurred during the planning period. It was produced in eighteen effective working months without prior research models for comparison. It created little stress and interruption to the school system and community--and perhaps too little interest and expectation. It represents a highly educational experience for the project staff and, by their volunteered expression, for many of the teachers, administrators and even external consultants associated with the project.

Both the appeal and the frustration of the project were rooted in its ambitious scope: To find answers for such universal problems confronting education as how to meet the special and pervasive needs of the minorities and the disadvantaged, what the appropriate role of the school is in a complex and changing society, how to overcome massive internal and external communication gaps, and how to utilize new and expensive technology in a period of rising costs and shrinking resources.

It is truly impossible to adequately express appropriate gratitude to those community leaders and educators whose vision and service to the project exceeded any reasonable expectations. It is usually thus, it was so in Fresno, and their contribution was a major factor in whatever success may be credited to the project.

For the abundant opportunities to freely dig through this major urban school system by observation, data inspection, test and interview, to pull out of important assignments the key teachers and administrators we needed, and to chart our own way with recommendations, the project staff is most appreciative.

## Supplementary Evaluation

The process of developing the Educational Master Plan has been largely experimental; no absolutes have existed to provide a base for planning since such an ambitious project has never been attempted in the field of education. That such a process be adopted by school districts throughout the country is vital, regardless of the frustration and effort involved.

Project Design has in many respects fallen short of the anticipations of its staff, and those who have taken part in the same searching and time consuming activities which constituted its operation. Early reaction to the completed Master Plan is encouraging; however, years must pass before a realistic evaluation may be made. The ultimate criteria are what change has occurred as a result of this product and process, and what value these changes produced.

Regardless of the degree of implementation, however, a pathway has been provided those who can see the value of such a process and will make the effort to take the next steps toward refinement of the process of educational master planning.

Listed below are analytical comments provided to assist those who intend to replicate. Our errors have been many, but we feel the successes have made the effort worthwhile. It is our hope that comments which follow will assist the educational planner to cut the error factor to a minimum.

### 1. Project Objectives

The original project proposal was ambitious in its anticipation and comprehensive in its scope. This breadth of purpose caused the staff to spend a considerable amount of time in attempting to define objectives in specific terms, with incomplete success. The comprehensive nature of the project's stated objectives allowed too much opportunity for various persons or groups to look for their own "silver lining" and created frustration for them as "needs" were identified, analyzed, and as the master plan was completed without satisfying such varied expectations.

It is recognized that a plan based on a "needs" assessment cannot pre-determine its ends; but a maximal attempt must be made to specify reasonable limits--hopefully in terms of behavioral objectives.

2. Public Awareness

Project Design clearly was not sufficiently publicized to provide the necessary district and community awareness of its function. Attempts were made through news media, television and numerous staff meetings and publications, but it was still necessary to re-interpret its function to virtually all with whom the staff came in contact. The time consumed in the process employed was considerable, but additional effort would have, in the long run, been time well spent.

3. Criteria

It is essential, as the process of planning evolves in a project of this nature, that time be spent to determine a basic set of criteria for measuring success of each step in the process. The process itself must also be defined, sequenced, and the sequence rigidly observed for maximum effectiveness.

The concern exists for the establishment of criteria and also the design for utilization of these criteria. It was suggested by the external evaluator that the achievement of criteria be judged on a periodic basis by an individual or by a group external to the district charged specifically with the function of continuous monitoring of the project in its sequential progress. Serious attempts to accomplish this function within the staff were made, but only with limited success.

It is also recommended that provisions be made in the time sequencing of a total project to provide opportunities for go/no-go evaluation decisions. At several significant points in the project it would have been most helpful to provide check points whereby results to that point could be presented, evaluated, and directions modified. It would be essential, should such a process be established, that the end product date be extended in instances in which more time than anticipated was consumed in evaluation and redirection. In several instances it was necessary for the project staff, feeling increasingly pressing limits of time, to move on to the next step in sequential progress without adequate review, evaluation and redirection.

4. The Project Advisory Committee

One of the primary disappointments in the operation of Project Design was the inability to establish and maintain meaningful relationships with the Project Advisory Committee. The theoretical function of an advisory committee is valid, but a basic problem exists in that each member of the committee, as representative of a specific group, tended to evaluate activities, progress, and plans in terms of his parochial concern. To change this would entail, in effect, the changing of human nature, a change hardly to be expected. It is recommended, however, that the organization of an advisory board such as this be seriously analyzed in terms of the relationship between efficiency and the virtues of a broad representation. It is essential that a working

advisory committee establish a commonness of purpose. Broad representation such as was the case in the construction of the Project Design Project Advisory Committee tended to mediate against a centrality of purpose, which in turn contributed toward the desintegration of the group as an active, meaningfully functioning body. It is recommended that the group be smaller, and that responsibilities be more specifically designed and directed. The Project Advisory Committee as it existed assumed no authority; it maintained only advisory status and as such tended to accept only incidental responsibility. It would be well to consider the establishment of a Project Advisory Committee with some directive authority to supplement its group liaison function. Careful consideration should be given to dependence on major figures whose role is political and who find it difficult to attend and become involved with detail.

5. Community Involvement

During the Project, several serious attempts were made to involve the grass-roots community and the totality of the district staff. Such activities were sub-project "Speak-Up", sub-project "Brainstorm" and sub-project "Student Speak-Up." After considerable discussion, the staff decided to provide relatively unstructured frameworks for these sub-projects. Student involvement to some extent was achieved, but the product of the involvement became extremely difficult to organize, classify and convert into meaningful data. It is suggested that in such activities, attempts be made to structure community involvement as clearly as possible, preferably around what are known to be established concerns. The staff noticed that the major concerns expressed through these projects were those which could have reasonably been anticipated and the results provided only a crude determination of the degree of these concerns. More structured instruments would have, we feel, contributed to the project's effectiveness.

6. The Effects of Time Limitations on Experimental Planning Process

It is not suggested that time limits be eliminated for the process of planning; however, the comprehensiveness of the project and the scope of this operation tended to place stultifying limits upon the sequential operation of the project. Planning is essentially a dynamic process; experimental planning is a particularly dynamic process. Existing time limits made it necessary to move from step to step in the process in order to meet deadlines when it was clearly recognized that a modification of a previous step could improve the sequence substantially.

It has been stated by the Project Director and it is agreed by the staff that a project of this nature should have been organized to cover a three year period rather than two at the very minimum. The organization and systematic analysis process was hindered considerably by a constant uneasiness and felt pressure to move into the operation of defining solutions and recommendations as final plans. The process of organization and planning consequently suffered with depressive effectiveness on the final year's operation. An additional six months would have allowed extensive review of recommendations with various community groups so that recommendations were more thesis than those of the project staff.

7. Control of Variables

During the project span a series of organizational and facility changes within the district made it difficult to establish the necessary constraints for planning. It is realized that a halt to operations during a planning stage is unreasonable, however, the effectiveness of the planning processes could be improved considerably should the district make a commitment to avoid major configuration changes during such planning in the anticipation that the product will provide comprehensive directions into which significant changes will better fit.

8. Relations with the District

An avowed intent of the Fresno City Unified School District was to separate itself in terms of immediate control from the project for the purpose of increasing objectivity and the consequent validity. The intent was commendable and the district was consistent in this approach. This philosophy, however, created some difficulty in coordination. The project, by its very essence, demanded a total involvement by the district which was at times difficult to achieve. It is possible that the needs assessment process could effectively be conducted on this separate basis, but the process of master planning demands considerably more of an interchange of information and direct association of responsibility than was accomplished.

It should be added that the establishment of an operating project office in a building totally separated from the Fresno City Unified School District administrative offices was helpful in creating a sense of objectivity and constituted little difficulty in communication.

9. Project Timing

In full realization of the fact that federal projects are of necessity bound to fiscal year sequences, the end date for a master planning project should be established within the school attendance year. There is a sense of frustration in the project staff that after the completion of the Master Plan over a month will pass and the staff will no longer be available at the time when the most effective dissemination might be accomplished. Should a shift in completion dates not be possible, it would then be particularly essential that an individual be designated from the staff to continue with the responsibility of monitoring the project's implementation. Unfortunately no such arrangement was made to provide continuity between the development of the Master Plan and its implementation. Recommendations were made to establish such a position and the U.S. Office or State would be well advised to assist in such follow through if requested.

10. Staff

In selection of staff, several significant factors should be taken into account.

The Project Design staff was comprised of a Project Director who, by experience, is a line administrator, a Coordinator of Research and Evaluation who is likewise a line administrator, and research assistants who had teaching experience within the district. It was evident at the outset that several specific skills which would be most useful, if not absolutely necessary, for the process of master planning were not among the strengths of the existing staff. Systems analysis, for instance, was employed by Project Design; but none of the staff members had experience in this process. The necessary process of learning this skill primatively on the job consumed time that could have been more profitably spent in other planning activity.

Although master planning is not basically statistical in nature, the need for a person relatively well skilled in statistical analysis and research design is significant. No such experience existed in the staff.

11. The Function of a Master Planning Process

In the opinion of the project staff it is highly preferable for the process of master planning to be a continuous one rather than a rigidly time defined process. In a continuous process the intensity of the program may be reduced, but the closer working realtionships possible within a district and the sense of continuity over a period of years, rather than loyality to time lines, may well provide the process of master planning with increasingly significant status. In addition, an attitude is easily created that the presentation of the "final" master plan constitutes a conclusion, with the concomitant tendency to pause, and to set the report aside for later, more serious consideration. It is the sincere hope of the staff that the Educational Master Plan will be a beginning, rather than a conclusion.

INTERNAL EVALUATION
PHASE II TIME RELATED SCHEDULE OF ACTIVITIES AND EVALUATION PLANS

## Introduction

This Internal Evaluation Report (Final): July 31, 1969, follows the evaluation format outlined for the second and final project year in the document entitled, Phase II Time Related Schedule of Activities and Evaluation Plans. It is assumed the reader has access to this evaluation plan document to which page and code references are made.

There are five sections in this internal evaluation as listed on Page 15 of the Time Related Schedule. Code references in the first section are to Planned Activity Diagrams, called PAD's. (See Pages 2 - 5 in the Time Related Schedule.) Each PAD is identified by its serial number (i.e., 4.1 or 5.1.17).

The last four sections in this internal evaluation are coded to refer to the planned Method of Determining Accomplishment of Objectives for the specific Behavioral Criteria of stated Principal Objectives (as listed in Pages 7 - 13 of the Time Related Schedule). Each reference has the objective number, the criterion number, then the method number (i.e., 10. B. 3).

## Evaluation of Sequential Progress

The PAD's evaluated in this final report are those from 4.5 to completion of the project, which are those not previously evaluated. As reported in prior evaluations, anticipated modification of sequential PAD activities was necessary.

All PAD 4 activities with the exception of 4.9 (fault tree analysis) were employed. Modification of format dealt with factors of timing, sequence techniques used, degree and type of involvement, etc.

### Apply Cost-Benefit Criteria to Alternate Solutions (PAD 4.5)

As anticipated on Page 2 of Internal Evaluation Report #5, the lack of valid information, techniques, and consultant help in the application of cost-benefit criteria to alternate solutions made it necessary to abandon this as a formal process. It was felt by the staff that this process is in an embryonic stage, that the full development of a Program Planning Budgeting System (PPBS) may provide a stronger basis for significant cost-benefit analysis, and that in its present state, the application of this technique to the types of potential solutions generated would have only minimal value to the effort expended. One basic problem is that "benefit" is not sufficiently defined in the educational process to allow an accurate quantitative analysis. Most significant, perhaps, was the realization that solutions were not cost oriented if cost is defined as dollars of effort. Many solution potentials lay in different methods of utilizing resources at any level of resource potential.

Select Optimum Solution Strategies. (PAD 4.6)
Interface Chosen Solutions. (PAD 4.7)

As mentioned in Internal Evaluation Report #5 (p.2) the processes of selecting optimum solution strategies and a process of interfacing these chosen solutions with other problems became integral parts of the mission analysis.

It became quite clear to the staff that the process of interrelating the products of task force expertise to provide a continuous, consistent series of solutions which would indeed interface was unmanageable, particularly considering limitations of time and funds. As a result, the selection of optimum solutions and interfacing of these solutions to provide a consistent set of recommended activity series became the primary function of the staff during the last three months of the project. The staff worked in conjunction with the Fresno City Unified School District staff in a concentrated process during this period. The appropriate administrative office or consultant was contacted in each of the solution patterns. The staff feels that there is a core of concerned district personnel who are knowledgeable regarding most of the activity series and will provide a nucleus of enthusiasm to facilitate implementation.

PERT Strategy with Interface. (PAD 4.8)

Although the PERT process was not used in its strict sense, each of 19 activity series within the final master plan report is outlined in a sequential progress chart, using basic flow-chart techniques. The staff, in creating the activity series charts, developed a logically sequenced series of activities in which conflict could be eliminated or kept to a minimum. This aspect of the project was completed as planned. The flow charts of recommended activities are essentially reverse PERT charts.

Fault Tree Analysis for Quality Assurance. (PAD 4.9)

Fault Tree Analysis was abandoned as a process in recognition of limiting factors of cost and time, because it was a low priority objective and because it depends upon PERT charting which was determined to be more difficult to do and to interpret for implementation.

Submit Final Report on Immediate and Intermediate Educational Master Plan. (PAD 4.10)

On July 21, 1969 the final Educational Master Plan was reported to the Superintendent's cabinet for reaction; on July 23 the completed Master Plan was submitted to the Project Advisory Committee and the Interagency Technical Liaison Committee in a joint meeting. The Plan was then presented to the Board of Education at a special public meeting.

The Educational Master Plan is comprised of three volumes known as Volume A, Summary; Volume B, Configurations: Design for the Future; and Volume C, Implementation: Planned Change.

Volume B, Configurations: Design for the Future, presents a series of general configurations recommended alternative directions for major change strategies based on analysis of major forces which will shape education. These configurations include a discussion of the predicted future for education in generalized terms, a recommended management accountability system, suggested new format for Board of Education philosophy and policies, and the district goals and objectives. The volume also includes an analysis of the process of community educational planning, a review of the concept of education as the development of total human resources, a series of suggestions regarding potential financial or resource breakthroughs for schools and a generic procedure for solving special problems in the development of Fresno education. The final section provides an analysis of the basic elements of a model community Educational Master Plan with an illustrative diagram.

Volume C, Implementation: Planned Change, contains in its first section a resume of the Needs Assessment in terms of the defined project mission criteria. The major portion of Volume C is comprised of nineteen activity series, in effect flow-chart diagrams, of activities recommended by the project to provide 5 - 8 year direction as immediate and intermediate recommendations. Each of the nineteen diagrams is accompanied by narration explaining every activity in the series. In addition, two other series are provided without diagrams. These two report recommendations on meeting adult education needs and educational needs of minorities were not amenable to the process of sequential diagramming. Each is discussed in narrative form with recommendations included. All activity series are found in Volume C and in the narration to follow, "Volume C" will not be repeated in reference to activity series. The third section of Volume C contains several recommendations for further study.

Volume A, Summary, is, as the name implies, a very brief summary of Volumes B and C, and includes a list of major specific recommendations. It should be noted that the total master plan produced by Project Design includes not only Volumes A, B, and C, but all of the thirty Needs Assessment studies which provided the base for the final documents and publications 33, 34, 35, and 36. (See bibliography of publications.) Many of the Needs Assessment and other project documents contained significant technical recommendations which were not repeated in the final three master plan volumes. In particular, project publications 34, 35, and 36 provide the basic recommendations on community educational master planning and recommendations for future site locations and school boundary changes.

Develop Process of Educational Master Planning. (PAD 5)

The products which comprise the Educational Master Plan have been discussed above. PAD 5.1 through 5.6 were the procedures, or the outline, which provided a structural format to insure the inclusion of significant aspects of the master planning process. The product of PAD 5 is the product of the master planning process itself. Specific reference will be made to documents pertinent to each of the PAD activities.

Determine Optimum Pupil Deployment. (PAD 5.1.15)

Volume C, Activity Series 15, which concerns school organizational patterns; Activity Series 20, which concerns adult education; and Activity Series 14, on early childhood education, comprise three specific activity series directed toward the determination of optimum pupil deployment.

Determine Nature of School Staff. (PAD 5.1.16)

This requirement is extensively addressed in Volume C, Activities Series 2, involving staffing; 3, job description; 5, external communication; 7, operational structure; 8, in-service education; 12, personnel evaluation, and is a significant factor in Activity Series 15 which deals with organization patterns.

Determine Patterns of Administration and School Management. (PAD 5.1.17)

Activity Series 2, staff; 3, job description; 12, personnel evaluation; 15, organization patterns; 16, research and development; and 17, the role of the Board of Education, satisfy this requirement.

Determine Nature of School Plant and Facilities. (PAD 5.1.18)

All activity series contain implications regarding utilization of school plant and facilities. Specific references are made to utilization in Activity Series 11, vocational education; 13, educational specifications; 14, early childhood education; 15, organization patterns; and 20, adult education.

Determine Nature of School Curriculum and Methodology. (PAD 5.1.19)

Since the total function of education must be directed toward school curriculum, each of the 21 activity series is relevant. Specific reference may be found in Activity Series 6, curriculum study; 7, operation structure; 8, in-service education; 9, student evaluation; 10, guidance; 11, vocational education; 14, early childhood education; 19, high school curriculum; 20, adult education; and 21, minority needs.

Finance. (PAD 5.1.20)

Volume B-VI, "Resource Breakthroughs for Schools," provides pertinent suggestions. Also Activity Series 2, staff, is relevant.

Function of PAD's.

The usefulness of the diagram upon which this evaluation is based (PAD's 5.1.1 through 5.1.21) was that it provided a structure for the organization of project activities. Activities 5.2 through 5.6 were designed as organized planning processes to include systems analysis, generation of alternative strategies, selection of optimum strategies and charting of procedures for implementation of the PAD 5 series.

Define the Nature of Fresno's Employment and Productive Characteristics. (PAD 5.1.1)
Determine Fresno's Gross Physical Characteristics. (PAD 5.1.3)

These two requirements are satisfied in publication 25 and are significant factors in discussion of school sites and boundary changes in publication 36.

Determine Population Deployment Including Ethnic Balance. (PAD 5.1.2)

Significant factors of this activity are included in publications 25, 26, 27, 28, and 36; ethnic aspects, including recommendations, are cited in Activity Series 21.

Define Legal Structure and Origin of Formal Education. (PAD 5.1.4)

This activity is a major category of concern in determining the role of the public educational system within the community. A discussion of interrelationships of community and school are included in Volume B-VIII, "Elements of the Educational Master Plan." Activity Series 4 provides a generic model for determination of the schools' role in the community.

Sketch Out Dimensions of Informal Education Agencies. (PAD 5.1.5)

An outline of relationships between informal educational agencies and formal educational agencies and the community is likewise outlined in Volume B-VIII, with an accompanying diagram.

Define Educational Philosophy. (PAD 5.1.6)
Identify Educational Objectives. (PAD 5.1.7)

Both activities were subjects of major concern for the project since they comprise the basic source of direction for education; their weaknesses may provide a root source of confusion within any other process. Volume B-III outlines directions suggested for the development of a consistent, functional philosophy and objectives.

Sketch Out Gross Educational Policies. (PAD 5.1.8)

The process defining gross educational policies is in effect the process of determining the role of schools and the role of the total educational process. Volume B-IV, "Community Educational Planning"; Volume B-V, "A Responsibility for Total Human Resources Development"; and Volume B-VIII, "Elements of a Model Education Master Plan" provide an analysis and a pattern for the accomplishment of this particular goal.

(PAD's 5.1.9, 5.1.10, 5.1.11, 5.1.12, 5.1.13, and 5.1.14)

These activities are sub-parts of the previous three activities and are discussed in each of the document sections cited. It should also be noted that a specific pattern is provided to satisfy the requirements of these activities in Volume B-VIII, which indicates pertinent interrelationships and responsibilities.

Publish and Disseminate Long-Range Master Plan. (PAD 6.0)

The final master plan report was presented to the Fresno City Unified School District Board of Education on July 23, 1969 and was formally accepted by unanimous vote.

The publication of all volumes comprising the master plan will be completed by July 31, 1969 and dissemination of documents according to the distribution list cited in following section, Materials Distribution, will be accomplished. The report to the Board was accompanied on the following day by an explanatory newspaper article in the Fresno Bee and will be followed by an analysis, discussion and implementation workshop for 260 Fresno City School Administrators and staff on August 20 and 21. Copies of all publications will be provided the appropriate ERIC office.

Interagency Contacts. (5.A.1)

Staff was represented at regular meetings of the following organizations:

1. Fresno City Unified School District Board of Education (bi-weekly)
2. Fresno City Technical Liaison Committee (bi-weekly)
3. Fresno City Unified School District Administration Cabinet (weekly, semi-weekly)
4. Fresno Teachers Association (periodic meetings)
5. District #14, California Association of Secondary School Administrators Meetings (monthly)
6. Fresno Teachers Association Representatives Council (periodic presentation, consultation)
7. Fresno City College Planning Committee, appointed by Fresno County Planning Commission (periodic meeting)
8. Educational and Building Specifications Committee
9. D.A.S.S.A. Committee on Teacher Preparation (May meeting)

Community and Agency Involvement Questionnaire. (5.A.2, 5.B.1)

The function of the Project Advisory Committee, despite efforts by the staff and as documented in the External Evaluation Report #5, has not approached expectations. It is felt that the Project Advisory Committee has not served in the capacity originally intended; consequently, the questionnaire originally planned would constitute an expenditure of time which could not be justified in terms of any likely revitalization that it might bring about. The use of the questionnaire was therefore abandoned.

Materials Distribution. (10.B.3)

Project Design publications have been disseminated as listed below. Parenthesis indicate numbers of documents distributed.

Internal Evaluation Reports and Progress Reports

Board of Education (6)
Superintendent's Cabinet (12)
U. S. Office of Education, Washington, D.C. (2)

U. S. Office of Education, San Francisco (3)
The California State Department of Education (3)

Task Force Needs Assessment Publications - Phase I

Instructional Materials Center (for check-out to schools and administration) (50)
Superintendent's Cabinet (12)
Board of Education (6)
U. S. Office of Education (3)
California State Department of Education (3)
The Fresno Bee (1)
Fresno Teachers Association (2)
Fresno County Regional Planning and Evaluation Center (1)
Each Task Force Author (1)
Miscellaneous requests of agencies also supplied

Project Advisory Committee Minutes

Department Heads - Administration Building (6)
Committee Members or Representatives (33)
The Fresno Bee (1)

Publications 33, 34, 35, 36 and final Educational Master Plan Volumes A, B, and C were disseminated as follows:

| | 33 | 34 | 35 | 36 | A | B | C |
|---|---|---|---|---|---|---|---|
| ERIC | | 1 | | 1 | 1 | 1 | 1 |
| Proj. Adv. Com. | | | | | 33 | | |
| Tech. Liaison Com. | | | | | 20 | | |
| City Council | | | | 6 | 6 | | |
| Co. Bd. Supervisors | | | | 7 | 7 | | |
| Fresno Teachers Assn. | | 1 | | 1 | 3 | 1 | |
| Board of Education | | 7 | | 7 | 7 | 7 | 7 |
| Superintendent's Cab. | | 12 | | 12 | 12 | 12 | 10 |
| City Sch. Principals | | | | | 75 | | |
| P.T.A. | | | | | 75 | | |
| Mass Media | | 1 | | 1 | 3 | 2 | |
| St. Dept. of Education | | 2 | | 2 | 2 | 2 | 2 |
| U.S.O.E., Washington | | 3 | | 3 | 3 | 3 | 2 |
| Fresno Co. Library | | 1 | | 1 | 1 | 1 | |
| Fresno St. College Lib. | | 1 | | 1 | 1 | 1 | |
| Instructional Mat. Ctr. | | 1 | | 1 | 1 | 1 | |
| Staff | | 12 | | 12 | 12 | 12 | 2 |

Participation in Long-Range Planning. (7.A.2)

During the last three months of the project most of the staff efforts were confined to the process of development, writing and publication of the Educational Master Plan. As a result, community participation activities were at a minimum. Attendance at Technical Advisory Committee, Board of Education, and various district involvement activities was maintained, however. In addition, contracts made by Mr. Hal Tokmakian in the process of

developing the model for community planning and for the community data register and contacts by his staff in respect to the question of district boundary modification did serve as significant activities involving the community.

In addition, the project arranged selective investigative study trips for project and district staff to review exemplary programs and evaluate certain activities prior to making final recommendations. These, insofar as staff members remain within the district, will serve to provide carry-over into the years of implementation. Listed below are activities undertaken by members of the project staff or sponsored by the project.

| Study Activity | Location | Dates | Participants |
|---|---|---|---|
| Educational Parks Conference | New York City | May 25-30 | William P. Booth, District Staff |
| Differentiated Staffing Innovations | Fountain Valley Schools<br>Temple City Schools | May 15 | Richard Mallory, District Staff<br>William P. Booth, District Staff |
| Vocational Education and Flexible Instruction Techniques | Atlanta, Ga.<br>Ft. Lauderdale, Florida | May 23-27 | E. E. Hawkins, Project Staff |
| Off-Campus Education Projects | Philadelphia, Pa. | July 8-11 | M. Marty Santigian, District Staff |
| Middle Schools | Centerville, Ohio<br>Barrington, Pa. | May 19-21 | Robert R. Hill, District Staff<br>Herbert Johnson, District Staff |
| Middle Schools | San Angelo, Texas | May 14-16 | Irwin Hamm, District Staff |

Substantive Evaluation.

This section of the final Internal Evaluation Report is designed to evaluate the substantive areas of the total project in accordance with the Time Related Schedule of Activities and Evaluation Plans. The following material is presented in reference to Page 15.

Completion and Presentation to the Board of Education a Completed Educational Master Plan on or Before July 31, 1969. (1.A.1)

The completed Educational Master Plan was presented to the Board of Education on July 23, 1969. The report was officially accepted, and the superintendent accepted the responsibility for analysis and reaction to the Board.

Completion and Presentation to the Board of Education the Final Budget Statement by July 31, 1969. (1.A.2)

Fiscal procedures within the Fresno City Unified School District preclude the preparation of a final budget statement by July 31. However, analysis by the Project Staff indicates that the expenditure will be very close to the allowed maximum; a formal report as required will be presented to the U. S. Office of Education through normal procedures by the Fresno City Unified School District Division of Business Services.

Inclusion Within the Educational Master Plan of Detailed Process Plans for Future Interagency School Community Planning Based on a Specific Reference to a Narrative Assessment of Project Design Activities of 1967-69. (1.B.1)

The Educational Master Plan, with particular emphasis on the final three volumes A, B, and C comprises a detailed process plan for future interagency school/community planning. Specific reference is made to publications 34 and 35, Community Educational Planning and Community Data Register respectively, which provide theoretical and practical bases for continued community-school educational planning. Activity Series 4, school role in the community; 17, the role of the board of education; and 18, the community data register, provide detailed recommended plans for community involvement. In addition, Volume B, Sections B-IV, Community Educational Planning; B-VIII, Elements of a Model Education Master Plan; and Volume C, Activity Series 16, research and development, all pertain to this most crucial concern.

The sequential analysis of procedures employed by Project Design is provided in the first section of this document. Additional details of planning processes are included in both internal and external periodic evaluation reports and in documents 29, 32, and introductory materials in Volumes B and C. In addition, the first section of this progress report is designed to provide recommendations for replication of the master planning process with specific reference to the experience of Project Design.

Inclusion in Educational Master Plan of the Procedural Plan for Periodic Needs Assessment in Conjunction with (1.B.1.). (3.B.1)

In each of the Activity Series presented in Volume C is included a series of periodic evaluation points which provide for the periodic assessment of activities. Activity Series 16, involving the Research and Development function, recommends the continuing process of educational master planning which includes constant monitoring of district needs. Volume B-VII, "A Procedure for Solving Special Problems in the Development of Fresno Education," contains the process for periodic needs assessment and problem evaluation. In addition, B-VIII includes the structural framework for constant community interaction which in itself provides an automatic process of assessment of needs.

Acceptance by Project Advisory Committee and Approval by Half or More of Boards Representative of Cooperative Plan for Information Collection and Dissemination on or Before July 31, 1969. (3.C.2)

This requirement was not met, due to the lack of effective operation by the Project Advisory Committee as documented in previous internal evaluation reports. Major recommendations of the Educational Master Plan were presented to a poorly attended meeting of the Project Advisory Committee on July 23. However, the system recommended for the community central data register (publication 35) has been accepted in principle, albeit informally, by significant community agencies and the County Free Library has indicated a desire to serve as the repository of information.

Clear Definition or Statement of the School/Community Educational Process. (4.A.1)

This requirement is met in the Activity Series 4, which concerns the schools' role in the community. The narrative and chart describe a generic framework within which the school-community educational planning process must be conducted. Volume B-VIII, "Elements of a Model Education Master Plan," addresses itself specifically to this process. In addition, publication 34, Community Planning Process and Volume B-IV, "Community Educational Planning," likewise provide direction for the establishment and continuance of this most vital process.

Development of an Inventory Resources File, Human and Material. (4.B.1)

This requirement has been satisfied only insofar as a plan for the development of such an inventory exists within the master plan. Considerable interest has been shown and a few beginning steps have been taken by a series of community agencies to provide material for the material resources file. It cannot be stated that the processes are well under way. A recommendation included within Activity Series 8 provides for the creation of a district file of specific skills of district personnel.

Evidence of a Formal Statement by the Governing Boards of One-Half Project Advisory Committee Groups Indicating Awareness of Planning Programs and Intent to Refer to Planning Information and Decision Making Processes of the Group. (5.A.3)

As previously discussed, the function of the Project Advisory Committee at the termination of the project was minimal, making such a compilation of statements impractical. The Educational Master Plan was presented to the Project Advisory Committee, however, on July 23, and although specific acceptance in terms of vote was not achieved, the comments of Project Advisory Committee members present indicated approval of the product.

Inclusion Within the Educational Master Plan of Detailed Process Plan for Future Interagency School/Community Planning Based on and With Specific Reference to, and Narrative Assessment of, Project Design Activities 1967-1969. (6.A.1)

Comments listed under evaluation report section 1.B.1 are appropriate in the satisfaction of this requirement.

Specific Recording in Educational Master Plan of Community Involvement Procedures. (6.A.2)

The Educational Master Plan contains a series of references to planned or recommended procedures for community involvement. The prior general progress to this internal evaluation report provides a series of analytical comments and recommendations regarding community involvement in future master planning projects. Within the publications describing each of the major community involvement processes (publications 1, 2, 3) an analysis of the process is provided; an analysis of effectiveness is provided in the external and internal evaluation reports which followed the activity in sequence.

Completion of Joint "Prepare Educational Planners" (PEP) -- City Schools -- EDICT Systems Analysis Training Program During the School Year 1968-69. (7.A.1)

As reported in Progress Report No. 5, the co-sponsorship of the anticipated training program which came to be known as Operation Renewal was shifted from Project Design. The project nonetheless participated and contributed to the program. Operation Renewal acquainted over one-hundred district staff with certain processes of systems analysis and community educational planning. An analysis and evaluation of the project was conducted by the City Schools office and is available at the district office. A subjective evaluation by the staff is that the project was quite successful, that the interpretation and implementation of Project Design recommendations will be significantly affected positively by familiarity with processes and procedures of planning and systems analysis which were provided to this broad group of district staff.

Specific Statement by Each Project Advisory Committee Member as to Areas of Consistency and Areas of Existing or Impending Conflict in Cooperative Implementation of the Educational Master Plan. (8.A.1)

See Internal Evaluation, Section 3.C.2 above.

Statement by County Counsel as to Legal Acceptability of the Educational Master Plan in Terms of School Code and Other Appropriate State Legislation. (8.A.2)

Since the Educational Master Plan is a long-term plan, implementation activity statements are provided at points at which there is a potential legal conflict which may require modification of legislation, and it was deemed unnecessary to secure a preliminary statement by the County Counsel. As the master plan is implemented, it is assumed that potential legal and legislative conflicts will be defined and resolved.

Inclusion in the Final Educational Master Plan of Specific Procedures for Leadership Responsibilities. (9.A.1)

One of the primary concepts throughout the Educational Master Plan is the inclusion of procedures to provide the maximum of lay involvement through specified committees. Activity Series 17, includes a chart indicating the recommended committees, some 18 in number, to include both staff and community involvement. In each case the functions are designated and the composition of the Board or committee is specified. Almost every one of the several hundred recommendations begins with the statement of who is responsible for its implementation.

Assignment of Continued Planning Function to Specific Individual or Group within the Fresno City Unified School District by May 31, 1969. (9.A.2)

The assignment of specific responsibility has been discussed with district staff in some detail and specific suggestions made. No provision has been yet made to ensure this assignment. However, financial means are being sought to provide for the responsibility of continuing the planning function, to evaluate, and to implement the Educational Master Plan as presented by Project Design. A specific recommendation is made in Activity Series 16 that this responsibility be placed under a new division of Research and Development.

Educational Master Plan Evaluation Through Objective Questionnaire Submitted to Participants in Dissemination Workshops. (9.A.4)

As the result of time constraints the primary dissemination workshop will be the Fresno City Unified School District Administrative Conference on August 20 and 21 of 1969. The analysis and dissemination of information regarding the master plan will comprise the major theme for the administrative conference at this time; approximately 260 key district staff will be present for the workshop. Since the workshop will take place after the conclusion of the Project Design responsibility, no specific evaluation will be available, other than through materials gleaned by the district office. Consultation with the district staff indicates that evaluation of the total Educational Master Plan by workshop groups is anticipated.

Inclusion of Process Within the Final Educational Master Plan Designed to Provide Basic Material for Replication Including Suggestion for Improvement and Cautions. (10.A.1)

An analysis of process is provided in the first section of this report which serves as a summary of the total planning process. Detailed provisions for each of the activities including community involvement, staff research responsibility, and statistics are available within the 39 volumes which comprise the Educational Master Plan.

Completion of Workshops. (10.B.1)

The process of dissemination through workshops has been limited by constraints of time. Local district and community personnel will be involved in a workshop on August 20 and 21. The completion of State or area-wide workshops has been abandoned because of the cost and restraint of time. Complete copies of all Project Publications will be available through the appropriate ERIC office.

Written Evaluation Through Objective Quesionnaire Submitted to Participants in Workshop. (10.B.2)

See comments under (9.A.4) Internal Evaluation Report.